

## **Louisiana State University - Shreveport**

Program Authorization: Constitution of 1974, Article 8, Section 5-13 et. seq.; R.S. 17:1511

### **Role, Scope and Mission**

The Mission of Louisiana State University in Shreveport is to provide stimulating and supportive learning environment in which students, faculty and staff participate freely in the creation, acquisition and dissemination of knowledge; encourage an atmosphere of intellectual excitement; foster the academic and personal growth of students; produce graduates who possess the intellectual resources and professional personal skills that will enable them to be effective and productive members of an ever-changing global community and enhance the cultural, technological, social and economic development of the region through outstanding teaching, research and public service.

The goals of LSU Shreveport are:

1. Increase opportunities for student access and success
2. Ensure quality and accountability
3. Enhance services to community and state

## **OBJECTIVES AND PERFORMANCE INDICATORS**

Unless otherwise indicated, all objectives are to be accomplished during or by the end of FY 2002-2003. Performance indicators are made up of two parts: name and value. The indicator name describes what is being measured. The indicator value is the numeric value or level achieved within a given measurement period. For budgeting purposes, performance indicators are shown for the prior fiscal year, the current fiscal year, and alternative funding scenarios (continuation budget level and Executive Budget recommendation level) for the ensuing fiscal year of the budget document.

The objectives and performance indicators that appear below are associated with program funding in the Base Executive Budget for FY 2002-2003. Specific information on program funding is presented in the financial section.

DEPARTMENT ID: 19A - Louisiana State University at Shreveport  
 AGENCY ID: 19A-606 Louisiana State University at Shreveport  
 PROGRAM ID: Program A: Louisiana State University at Shreveport

1. (KEY) To increase Fall headcount enrollment at LSUS by .8% from 4,106 in Fall baseline 2000 to 4,138 by Fall 2002.

Strategic Link: LSUS Strategic Plan 2002-2006. Goal I, Objective I

Louisiana: *Vision 2020* Link: Objective 1.1: To involve every citizen in a process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change for Fall headcount enrollment over Fall 2000 baseline year	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	0.2%	0.8%	0.8%
K	Fall headcount enrollment	Not applicable <sup>1</sup>	4,106	Not applicable <sup>1</sup>	4,113	4,138	4,138
S	Change in Fall headcount enrollment over Fall 2000 baseline year	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	Not applicable <sup>1</sup>	7	32	32

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; LSUS reports these are actual performance amounts for these performance indicators during FY 2001-2002.

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 PROGRAM ID: Program A: Louisiana State University at Shreveport

2. (KEY) To increase minority Fall headcount enrollment at LSUS by 12.4% from 1,181 in Fall 2000 baseline from to 1,327 by Fall 2002.

Strategic Link: LSUS Strategic Plan 2002-2006. Goal I, Objective II

Louisiana: *Vision 2020* Link: Objective 1.1: To involve every citizen in a process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage change for minority Fall headcount enrollment over Fall 2000 baseline year	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	11.4% <sup>2</sup>	12.4%	12.4%
K	Minority Fall headcount enrollment	Not applicable <sup>1</sup>	1,181	Not applicable <sup>1</sup>	1,316 <sup>2</sup>	1,327	1,327
S	Change in minority Fall headcount enrollment over Fall 2000 baseline year	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	135 <sup>2</sup>	146	146

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; LSUS reports these are actual performance amounts for these performance indicators during FY 2001-2002.

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 PROGRAM ID: Program A: Louisiana State University at Shreveport

3. (KEY) To increase the percentage of first-time, full-time entering freshman retained to the second year by 7.9% over baseline rate of 65% in Fall 2000 to 72.9% by Fall 2002.

Strategic Link: LSUS Strategic Plan 2002-2006. Goal I, Objective III

Louisiana: Vision 2020 Link: Objective 1.1: To involve every citizen in a process of lifelong learning.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in retention of first-time, full-time entering freshman to second year (from Fall 2000 baseline year)	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	6.9% <sup>2</sup>	7.9%	7.9%
K	Retention rate first-time, full-time entering freshman to second year	Not applicable <sup>1</sup>	65.0%	Not applicable <sup>1</sup>	71.9% <sup>2</sup>	72.9%	72.9%
S	Number of first-time, full-time freshman retained to the second year	Not applicable <sup>1</sup>	301	Not applicable <sup>1</sup>	338 <sup>2</sup>	336	336

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; LSUS reports these are actual performance amounts for these performance indicators during FY 2001-2002.

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 PROGRAM ID: Program A: Louisiana State University at Shreveport

4. (KEY) To increase the six-year student graduation rate at LSUS from the baseline rate from 20.8% in Spring 2000 to 22.8% by Spring 2003.

Strategic Link: LSUS Strategic Plan 2002-2006. Goal I, Objective IV

Louisiana: Vision 2020 Link: Objective 1.6: To have a workforce with the education and skills necessary to work productively in a knowledge-based economy.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage point difference in six-year graduation rate from 2000 baseline year	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	1.0% <sup>2</sup>	2.0%	2.0%
K	Percentage of first-time, full-time freshman graduating within six years (graduation rate)	Not applicable <sup>1</sup>	20.8%	Not applicable <sup>1</sup>	21.8% <sup>2</sup>	22.8%	22.8%

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001, LSUS reports these as projected performance amounts for these performance indicators during FY 2001-2002.

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 PROGRAM ID: Program A: Louisiana State University at Shreveport

5. (KEY) To maintain 100% accreditation of programs mandated for accreditation by the Board of Regents.

Strategic Link: LSUS Strategic Plan 2002-2006. Goal II, Objective V

Louisiana: Vision 2020 Link: Objective 1.8: To improve the efficiency and accountability of governmental agencies.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE STANDARD FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2001-2002	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage of mandatory programs accredited	Not applicable <sup>1</sup>	100.0%	Not applicable <sup>1</sup>	100.0% <sup>2</sup>	100.0%	100.0%
S	Number of mandatory programs accredited	Not applicable <sup>1</sup>	22	Not applicable <sup>1</sup>	22 <sup>2</sup>	22	22

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001; LSUS reports these are actual performance amounts for these performance indicators during FY 2001-2002.

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 PROGRAM ID: Program A: Louisiana State University at Shreveport

6. (KEY) To increase the number of students earning baccalaureate degrees in education by 2.8% over the 69 in baseline year Spring 2000 to 71 by Spring 2003.

Strategic Link: LSUS Strategic Plan 2002-2006. Goal III, Objective VI

*Louisiana: Vision 2020* Link: Objective 1.3 To increase the amount of funding available to adequately support Louisiana's educational system, including the non-formula area of agriculture.

Children's Cabinet Link: Not applicable

Other Link(s): Master Plan for Public Postsecondary Education

L E V E L	PERFORMANCE INDICATOR NAME	PERFORMANCE INDICATOR VALUES					
		YEAREND PERFORMANCE STANDARD FY 2000-2001	ACTUAL YEAREND PERFORMANCE FY 2000-2001	ACT 12 PERFORMANCE STANDARD FY 2001-2002	EXISTING PERFORMANCE STANDARD FY 2001-2002	AT CONTINUATION BUDGET LEVEL FY 2002-2003	AT RECOMMENDED BUDGET LEVEL FY 2002-2003
K	Percentage difference in the number of students earning baccalaureate degrees in education over the Spring 2000 baseline year level	Not applicable <sup>1</sup>	Not applicable	Not applicable <sup>1</sup>	1.4% <sup>2</sup>	2.8%	2.8%
K	Number of students earning baccalaureate degrees in education	Not applicable <sup>1</sup>	69	Not applicable <sup>1</sup>	70 <sup>2</sup>	71	71

<sup>1</sup> This performance indicator did not appear in Act 11 of 2000 and Act 12 of 2001; therefore, it has no performance standard for FY 2000-2001 and FY 2001-2002.

<sup>2</sup> Although these performance indicators did not appear in Act 11 of 2000 and Act 12 of 2001, LSUS reports these as projected performance amounts for these performance indicators during FY 2001-2002.



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 PROGRAM ID: Program A: Louisiana State University at Shreveport

Explanatory Note: Unless otherwise indicated, the Board of Regents provided the general performance information (GPI), endnotes and source documentation. Because data related to higher education changes frequently during an academic year, this table is accompanied by source citations as well as run dates. Occasionally figures provided by the Board of Regents differs from those cited by individual institutions. This difference is generally related to variations in calculation methodology. However, the Board of Regents, management boards and institutions are addressing this issue.

GENERAL PERFORMANCE INFORMATION: LOUISIANA STATE UNIVERSITY AT SHREVEPORT						
PERFORMANCE INDICATOR	ACTUAL FY 1996-97	ACTUAL FY 1997-98	ACTUAL FY 1998-99	ACTUAL FY 1999-00	ACTUAL FY 2000-01	ACTUAL FY 2001-02
SREB Category <sup>1</sup>	Four Year V	Four Year V	Four Year V	Four Year V	Four Year V	Four Year V
Admissions Criteria <sup>2</sup>	Yes	Yes	Yes	Yes	Yes	Yes
Student headcount <sup>3</sup>	3,953	4,259	4,410	4,243	4,106	4,113
Student full time equivalent (FTE) <sup>4</sup>	2,962	3,128	3,236	3,225	3,102	Not available <sup>i</sup>
Degrees/award conferred <sup>5</sup>	471	505	527	541	537	Not available <sup>i</sup>
State dollars per FTE <sup>6</sup>	\$3,555	\$3,528	\$3,353	\$3,417	\$3,532	Not available <sup>i</sup>
Percentage of SREB benchmark <sup>7</sup>	87.1	80.7	71.7	66.9	67.6	Not available <sup>i</sup>
Undergraduate mandatory attendance fees (resident) <sup>8a</sup>	1,930	2,050	2,050	2,050	\$2,300	2,300
Percentage of SREB benchmark (resident) <sup>8b</sup>	96.0	97.6	95.2	91.0	94.0	Not available <sup>i</sup>
Undergraduate mandatory attendance fees (nonresident) <sup>9a</sup>	4,630	5,160	5,570	5,980	6,230	6,230
Percentage of SREB benchmark (nonresident) <sup>9b</sup>	82.7	89.6	91.3	92.7	87.0	Not available <sup>i</sup>
Mean ACT score <sup>10</sup>	20.5	20.5	20.2	20.3	20.9	Not available <sup>i</sup>
Retention of first-time freshman from previous fall (Campus level) <sup>11</sup>	52.1	57.0	52.0	53.0	47.1	58.5
Retention of first-time freshman from previous fall (Public post-secondary system level) <sup>12</sup>	60.1	70.0	70.0	71.2	65.0	71.9
Program Accreditation Rate <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	Not applicable <sup>13</sup>	88.0	100.0	100
Three/six-year graduation rate <sup>14</sup>	Not applicable <sup>14</sup>	21.7	18.4	18.0	20.8	Not available <sup>i</sup>
Ten-year graduation rate <sup>15</sup>	37.7	35.4	38.6	44.7	43.3	Not available <sup>i</sup>
Number of distance learning courses <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	Not available <sup>16</sup>	12	12	7
Number of TOPS recipients <sup>17</sup>	Not applicable <sup>17</sup>	Not applicable <sup>17</sup>	371	437	529	630
ACT level of student satisfaction <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	Not applicable <sup>18</sup>	3.77	3.84	Not available <sup>i</sup>

<sup>1</sup> The SREB system for categorizing postsecondary education institutions is designed for use in making statistical comparisons among states and is based on a number of factors relevant to determining resource requirements. Differences in institutional size (numbers of degrees), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas) are the factors upon which institutions are classified. Institutions are assigned to categories for a report year using the previous academic year's data on program completions. To keep the statistical comparison groups relatively stable over time and to assure that institutions change categories only when their measures on a criterion are relatively stable, institutions change categories when they meet the criterion for another category for the third consecutive time.

Four Year V - Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (2-digit classification).

<sup>2</sup> As used in this document, admissions criteria (yes/no) denote whether the institution has any required criteria for admissions other than high school graduate or GED. Examples of admissions criteria would include a minimum standardized test score (ACT/SAT), a minimum high school grade point average, the successful completion of a prescribed set of high school courses, and ranking in the graduation class.

<sup>3</sup> Student headcount is a national standard used throughout postsecondary education. Typically, as in Louisiana, it reflects the enrollment as of the 14th class day (nine for institutions utilizing the quarter system) in the fall term (semester/quarter).

<sup>4</sup> Student full-time equivalent (FTE) is normally defined for a state or a region. In the Southern region, SREB re-defined how an FTE student is calculated in 1996. Currently, an FTE student is defined as 30 student credit hours earned during an academic year at the undergraduate level or 24 hours at the graduate level.

<sup>5</sup> Degrees awarded/conferred refers to formal degrees and other awards (certificates/diplomas) conferred during an academic year. As defined by the Federal Government, the time frame covered in any cycle includes degrees/awards conferred between July 1st of one year and June 30th of the next.

<sup>6</sup> State dollars per FTE refers to the amount of money appropriated divided by the number of FTE students enrolled. The state dollars per FTE for Louisiana's institutions do not include certain non-formula items on formula campuses and do not include federal compliance funds. The data include library and scientific equipment funds for FY1997-98 through 2000-01.

<sup>7</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

<sup>8a</sup> Undergraduate mandatory attendance fees refers to the amount of tuition and fees that an undergraduate must pay to attend that institution as an undergraduate student enrolled full-time, regardless of major. Particular degree programs may require additional fees. These are not included.

<sup>8b</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average for that category of institution throughout the SREB region.

<sup>9b</sup> Percentage of SREB benchmark refers to how the Louisiana institution compares with the average mandatory attendance fees for that category of institution throughout the SREB region.

<sup>10</sup> Mean ACT score refers to the mean composite ACT score for first-time enrolled freshmen at that institution. It does not include scores of individuals who had their scores reported to the institution but who did not enroll.

<sup>11</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll at that same campus in the subsequent fall.

<sup>12</sup> Retention of first-time full-time freshmen from previous fall refers to the percentage of first-time full-time freshmen who enroll at a specific institution in a particular fall who re-enroll anywhere in Louisiana's public postsecondary education system (same or other institution) in the subsequent fall. (Does not include LTC)

<sup>13</sup> The Board of Regents revised the definition of program accreditation rate in 1999. Considering the increased cost of seeking/maintaining program accreditation and the onerous requirements of some accrediting agencies, the Board of Regents and the Council of Chief Academic Officers initiated a yearlong process of examining the appropriateness and importance of program accreditation in those disciplines that offer accreditation. The process resulted in categorizing programs which can gain accreditation into three categories; mandatory, recommended and optional. The percentages reported in this document refer to those programs that appear in the category "mandatory". No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1999, leaving previous years' data inappropriate and misleading.

<sup>14</sup> The three/six-year graduation rate refers to the federal protocol for reporting graduation rates. These rates base students graduating in 150% of "normal" time, thus three years for those enrolled in associate degree programs at 2-yr schools and six years for those in bachelor's degree programs at 4-yr schools. The graduation rate reported includes only those students who earned a degree from the campus in which they originally enrolled and does not include any transfer student who graduated. No data are reported in the years marked "Not Applicable" because the definitions and process changed in 1997, leaving previous years' data inappropriate and misleading.

<sup>15</sup> The ten-year graduation rate refers to a rate which the Board of Regents calculates using data from its Statewide Student Profile System and Completers System. Board of Regents' research indicates that the poverty rate (requiring most students to hold employment while in college), coupled with the educational attainment of the parents and need for developmental education, extends the time necessary to earn a degree. Additionally, the Board of Regents (as well as most states) believe that not including transfers who completed degree programs misrepresents the true graduation rates for the institutions and the state. Thus, the ten-year rate is a better measure of what actually occurs because it allows for the demographics of Louisiana and allows students who transfer within the state system to be included in the rate.

<sup>16</sup> Electronic learning (distance learning) refers to technology-mediated instruction for students located at a site or sites remote from the instructor. Electronic learning includes both synchronous (real-time) and asynchronous (time-delayed) activities. The number of distance learning courses includes all courses offered through electronic delivery systems. These would include but not be limited to the use of compressed video, satellite, Internet, videocassette, and audiographics. Each course counts once, regardless of how many sites receive the course. The number reflects the courses that were offered during the fall term. No data collected in the years marked "Not Available".

<sup>17</sup> The Office of Student Financial Assistance provided data on the number of TOP recipients to the Board of Regents. No data are reported in the years marked "Not Applicable" because TOPS was implemented in 1997.

<sup>18</sup> An annual student satisfaction survey of currently enrolled students (using the ACT Student Opinion Survey instrument) is coordinated through the Board of Regents. Each 2-year and 4-year institution participates. The baseline for the survey was FY 99-00, therefore no data are available for the years marked "Not Applicable". Students rate "their college in general" on a five (5)-point satisfaction scale.

<sup>i</sup> Data available by June 30, 2002.

## FY 2002-2003 PROGRAM PERFORMANCE FORM

DEPARTMENT ID: 19A - Louisiana State University at Shreveport

AGENCY ID: 19A-606 Louisiana State University at Shreveport

PROGRAM ID: Program A: Louisiana State University at Shreveport

GENERAL PERFORMANCE INFORMATION: LOUISIANA STATE UNIVERSITY AT SHREVEPORT	
PERFORMANCE INDICATOR NAME	ACTUAL FY 2001-2002
Number of new patents	Not available <sup>1</sup>
Number of new business created that are directly related to the Governor's Information Technology Initiative	Not available <sup>1</sup>
Number of new jobs in information technology field directly related to the Governor's Information Technology Initiative	Not available <sup>1</sup>
Number of new degree and non-credit programs in information technology	Not available <sup>1</sup>
Number of new faculty in information technology fields	Not available <sup>1</sup>
Number of new students in information technology fields	Not available <sup>1</sup>
Number of graduates (undergraduate and graduate students) in information technology fields	Not available <sup>1</sup>

<sup>1</sup> This is the first year of implementation of the Governor's Information Technology Initiative. The information will be available after the end of the fiscal year.